



Northside Elementary

840 N. Annafrel Street
Rock Hill, South Carolina

Grades	K-5 Elementary School	
Enrollment	464 Students	
Principal	Linda C. Crute	803-981-1570
Superintendent	Dr. Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Average
2007	Below Average	Below Average
2006	Average	Average
2005	Average	At-Risk
2004	Average	At-Risk

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

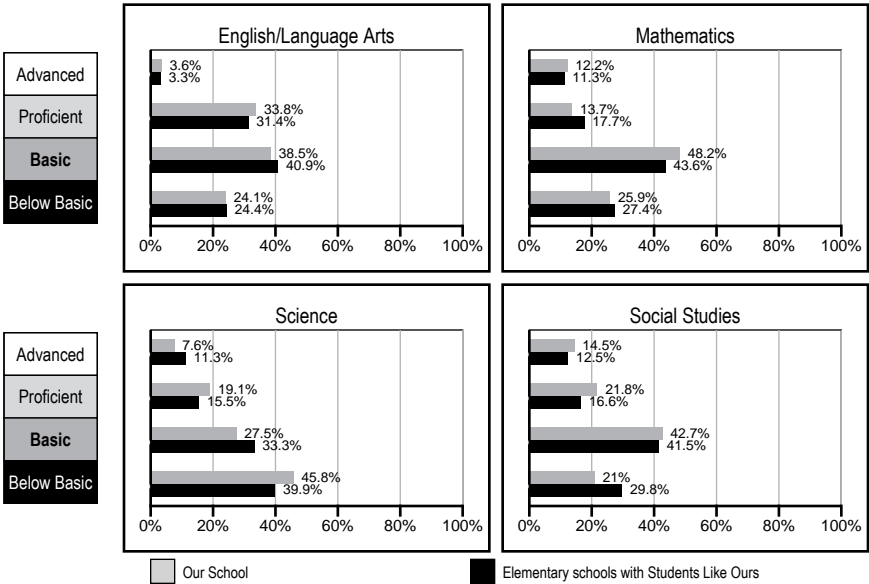
89.5%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	33	57	3

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=464)				
First graders who attended full-day kindergarten	100.0%	Up from 75.0%	100.0%	100.0%
Retention rate	2.0%	Up from 1.2%	2.9%	2.3%
Attendance rate	96.1%	Up from 96.0%	96.1%	96.3%
Eligible for gifted and talented	6.5%	Up from 5.4%	8.2%	10.4%
With disabilities other than speech	9.0%	Down from 11.3%	9.0%	7.5%
Older than usual for grade	0.8%	Down from 1.0%	0.8%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	No Change	0.0%	0.0%
Teachers (n=40)				
Teachers with advanced degrees	50.0%	Down from 51.4%	54.8%	56.7%
Continuing contract teachers	72.5%	Down from 81.1%	78.7%	77.3%
Teachers with emergency or provisional certificates	5.7%	Up from 2.9%	0.0%	0.0%
Teachers returning from previous year	91.7%	Down from 94.2%	86.5%	86.4%
Teacher attendance rate	96.2%	Down from 97.1%	94.7%	94.9%
Average teacher salary	\$46,179	Up 1.6%	\$45,059	\$45,345
Professional development days/teacher	14.0 days	Down from 16.0 days	13.0 days	12.6 days
School				
Principal's years at school	7.0	Up from 6.0	4.0	4.0
Student-teacher ratio in core subjects	17.8 to 1	Down from 18.1 to 1	18.4 to 1	18.5 to 1
Prime instructional time	90.5%	Down from 91.4%	89.0%	89.8%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.9%	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil*	\$7,071	Up 5.1%	\$7,265	\$7,052
Percent of expenditures for instruction*	75.4%	Down from 77.7%	68.4%	69.1%
Percent of expenditures for teacher salaries*	70.4%	Down from 73.7%	62.7%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Northside Elementary School of the Arts is a Title I school serving 485 students in grades K-5th with 65 staff members. The goal of our school is to provide learning opportunities for all children to achieve academically and personally through collaboration with the community, parents, and staff. We began our school year celebrating the SC Creative Ticket state art award. Our community business partners include Northside Baptist Church, E S & Y Auto Repair, St. John's Methodist Church, Bethel United Methodist Church, Rogers Memorial ARP Church, Chick-fil-A, Manchester Theater, McDonald's, Target, Sagebrush, Family Trust Credit Union, Senior Owl Club with Parks and Recreation, American Martial Arts, O'Charley's, Chili's Restaurant, and Waterford Golf Club. Grants totaling over \$29,000 received this year supported additional resources for classrooms.

As a Red Carpet School and School of Promise, we continue to provide a positive relationship with home and community. All students participated in service learning projects such as \$1400 for Jump Rope for Heart, collection of aluminum tabs for American Diabetes, and canned goods for the Salvation Army. Junior Achievement classes were provided for first through fifth grade

The SIC and PTO collaborated throughout the year to provide interactive whiteboards for classrooms. Communication with parents continued through Conversations with the Principal talks during the year which focused on math instruction. An International Night highlighted the arts and learning of other countries around the world.

As an Arts in Basic Curriculum School, all classes are integrating the arts. The school was named a National School of Distinction by the Kennedy Performing Arts Center. Twenty five students represented the school at a performance on the Millennium Stage at the Kennedy Performing Arts Center in Washington, D.C. in March. For the sixth year, we received a \$20, 000 Distinguished Arts Program Grant. A full time certified drama teacher and dance teacher provided students with a full performing visual arts curriculum. The staff developed arts integration lessons. The artist in residence, StageWorks, provided creative writing instruction in all grade levels and for the staff. After school strings lessons were provided to 3rd through 5th grade students.

Design qualities were incorporated into lessons. Staff members designed pre and post tests in math to guide instruction. The family educator worked with parents and children. Literacy and math workshops were provided for parents.

Our focus this year will be building our professional learning community, arts integration, and math instruction.

Debbie Morgan, SIC Chair
Linda Crute, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	37	73	46
Percent satisfied with learning environment	97.3%	87.7%	86.7%
Percent satisfied with social and physical environment	100.0%	83.3%	91.1%
Percent satisfied with school-home relations	97.3%	86.3%	84.4%

* Only students at the highest elementary school grade level and their parents were included.

School Adequate Yearly Progress	NO
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This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	233	100	24.1	38.5	33.8	3.6	46.7	51.1	48.2	Yes	Yes
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Gender

Male	119	100	25.8	41.2	30.9	2.1	43.3	44.3	41.7	N/A	N/A
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Female	114	100	22.4	35.7	36.7	5.1	50	58.3	55	N/A	N/A
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Racial/Ethnic Group

White	111	100	17.9	36.8	38.9	6.3	55.8	63.9	60	Yes	Yes
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African American	99	100	29.8	39.3	29.8	1.2	36.9	31.8	31.7	No	Yes
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	69	70.4	I/S	I/S
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Hispanic	17	100	28.6	50	21.4	0	42.9	40.9	38.4	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	40.5	47	I/S	I/S
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Disability Status

Disabled	37	100	53.3	30	16.7	0	23.3	17.9	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	15	100	45.5	45.5	9.1	0	18.2	35.3	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	166	100	26.8	42	29	2.2	39.9	33.6	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	233	100	25.6	48.2	13.8	12.3	45.6	51.1	45.8	Yes	Yes
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Gender

Male	119	100	22.7	49.5	13.4	14.4	46.4	50.3	45.6	N/A	N/A
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Female	114	100	28.6	46.9	14.3	10.2	44.9	52.1	45.9	N/A	N/A
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Racial/Ethnic Group

White	111	100	11.6	53.7	17.9	16.8	60	64.6	59	Yes	Yes
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African American	99	100	38.1	44	9.5	8.3	31	30	26.9	No	Yes
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Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	72.2	71.3	I/S	I/S
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Hispanic	17	100	50	35.7	14.3	0	35.7	42.7	38.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	46.8	46.2	I/S	I/S
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Disability Status

Disabled	37	100	56.7	43.3	0	0	13.3	19	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	15	100	45.5	45.5	9.1	0	18.2	38.9	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	166	100	31.9	43.5	14.5	10.1	42	35	31.4	Yes	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	153	100	45.7	27.1	19.4	7.8	27.1	37.8	35.7	96.1	96.6
Gender											
Male	79	100	46	25.4	17.5	11.1	28.6	38.2	37.4	96	96.5
Female	74	100	45.5	28.8	21.2	4.5	25.8	37.4	33.8	96.3	96.7
Racial/Ethnic Group											
White	67	100	25.5	38.2	23.6	12.7	36.4	51.3	49.2	95.5	96.6
African American	68	100	63.3	15	18.3	3.3	21.7	17	17	96.5	96.6
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58	97.2	97.8
Hispanic	13	100	58.3	33.3	0	8.3	8.3	26.2	24.9	97	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	37.1	37.4	94.2	94.8
Disability Status											
Disabled	27	100	77.3	4.5	18.2	0	18.2	16.1	14	94.7	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	12	100	50	50	0	0	0	24.7	24.4	97.1	96.6
Socio-Economic Status											
Subsided meals	105	100	54.4	24.4	15.6	5.6	21.1	19.5	21.1	96.1	95.9

Social Studies

All Students	150	100	21	42.7	21.8	14.5	36.3	38.8	34	96.1	96.6
Gender											
Male	72	100	15	45	18.3	21.7	40	40.3	36.6	96	96.5
Female	78	100	26.6	40.6	25	7.8	32.8	37.3	31.3	96.3	96.7
Racial/Ethnic Group											
White	71	100	16.4	44.3	18	21.3	39.3	49.4	44.5	95.5	96.6
African American	63	100	26.9	38.5	26.9	7.7	34.6	22.6	19.1	96.5	96.6
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	52.9	58.9	97.2	97.8
Hispanic	12	100	22.2	55.6	22.2	0	22.2	30.9	27.5	97	96.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	31.3	32.7	94.2	94.8
Disability Status											
Disabled	25	100	40	40	10	10	20	18	14.4	94.7	95.6
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	I/S	25.3	27.3	97.1	96.6
Socio-Economic Status											
Subsided meals	109	100	24.4	45.6	18.9	11.1	30	24	21	96.1	95.9

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	71	100	15.4	46.2	33.8	4.6	38.5
	4	78	98.7	35.3	41.2	22.1	1.5	23.5
	5	61	100	34.6	48.1	15.4	1.9	17.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	87	100	19.2	27.4	46.6	6.8	53.4
	4	70	100	24.1	44.8	31	0	31
	5	76	100	29.7	45.3	21.9	3.1	25
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	71	100	27.7	60	7.7	4.6	12.3
	4	78	100	39.1	43.5	10.1	7.2	17.4
	5	61	100	25	44.2	15.4	15.4	30.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	87	100	24.7	52.1	13.7	9.6	23.3
	4	70	100	32.8	51.7	5.2	10.3	15.5
	5	76	100	20.3	40.6	21.9	17.2	39.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	40	97.5	31.4	48.6	20	0	20
	4	78	98.7	53.7	28.4	11.9	6	17.9
	5	33	100	31	44.8	13.8	10.3	24.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	45	100	34.2	28.9	26.3	10.5	36.8
	4	70	100	50	24.1	24.1	1.7	25.9
	5	38	100	51.5	30.3	3	15.2	18.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	31	100	6.9	62.1	31	0	31
	4	78	98.7	37.3	52.2	3	7.5	10.4
	5	28	100	34.8	26.1	21.7	17.4	39.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	42	100	11.4	31.4	34.3	22.9	57.1
	4	70	100	29.3	50	15.5	5.2	20.7
	5	38	100	16.1	41.9	19.4	22.6	41.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample